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This manual for tutors participating in the Homework Helper Program (which employs high school students or graduates as tutors for elementary school students) opens with generalizations of the characteristics of third, fourth, fifth, and sixth grade students intended as a base of understanding for tutors. The next section focuses on the varying individual needs of children and presents desirable activities to be used in creating an individual program of instruction (including showing affection, using praise, creating unambiguous and successful learning situations, and developing warm relationships with pupils). Comprising the major portion of the document are excerpts from "Helpful Hints" papers written by former tutors which are designed to help tutors develop a good relationship with their pupils and function more effectively as tutors. The final section explores considerations in planning tutorial sessions including the use of time during a session and short and long range goals. (SM)

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WELCOME TO TUTORING

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WELCOME TO TUTORING

GRADES 3, 4, 5, 6

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When I tutor a child in the beginning, I let him know that I am a person and much more important, so is he. I have feelings and he has feelings. I'm here to help him learn and with learning comes fun. It's fun because he wants to learn things but also he wants to learn about people. He wants to be treated with the same respect as does the tutor.

Veronica Aiken
Homework Helper

INTRODUCTION

The Homework Helper Program has been conducted by the New York City Board of Education since February, 1963. It features the employment of high school students or high school graduates as tutors for elementary school pupils, junior high school pupils, and high school pupils. The program is designed to further the educational and personal development of both pupils and tutors. The program has been very carefully evaluated with all indications showing that the program has had a very positive effect upon the reading abilities of pupils and tutors.

Young men and women who are selected as tutors are assigned to one of our 125 Homework Helper Centers. Transportation facilities utilized by tutors in travel to and from high school are considered in making assignments. Priorities established by the local community in order to benefit the overall program are also considered. Approximately 15 or 20 tutors are assigned to each center to work under the supervision of a Master Teacher. The Master Teachers employed in the Homework Helper Program are regularly licensed New York City teachers during the school day. They serve as administrative and supervisory heads of the various Homework Helper Centers under the direction of a program coordinator.

This material is presented to you as a guide in your work with your pupils. We hope that it will be helpful to you. Printed materials however, are merely a supplement to the training, supervision, and direction which you will receive from your Master Teacher. Your Master Teacher will help you to develop an individualized curriculum for each of your pupils. It is expected that you will progress in tutorial skill as you

spend more time in our program. Please be assured that your task is not an easy one. On the other hand, you should also be assured that your position will bring you a great deal of satisfaction. In general your first task will be to develop a friendly, warm relationship with your pupils, to assess the present level of their intellectual development, and to plan a program of activities which enables your pupils to become better students.

We wish you success in your assignment as a Homework Helper tutor. Approximately 4500 young men and women like yourself have served our program during the past few years. Most of them have been very successful in helping their pupils to succeed. We hope and trust that you, too, will become a successful Homework Helper tutor.

The job of a tutor is not easy, but it certainly is rewarding. To be a tutor requires much time, effort, and a tremendous amount of patience. Patience is the key to being a successful tutor. The tutor must, first of all, win the respect of his or her pupil. If he does not accomplish this, then he will be plagued with a discipline problem all year. He cannot really make his pupil obey him out of fear, nor win his respect by force. He can do it only by knowing his or her pupil as a person. The tutor should not only be an instructor to the child, but a person whom the pupil can confide in. The tutor should develop a warm relationship with his pupil rather than a relationship of instructor to student. The child knows that you are not a teacher nor an adult, but really a youngster like himself. He will bear a resentment towards you if you try to play the role of an adult teacher, regardless of how friendly you may act toward him. I have two students who are opposites as far as academic work is concerned. One is in the third grade and the other is in the fourth grade. My third grader reads very poorly but does arithmetic rather well, whereas my fourth grader reads well but does arithmetic rather poorly. Neither of them has any knowledge of science and I try my best to supply sufficient knowledge to them in each of the above areas. The real reward in this job comes when you see the expression of understand on a child's face, after you have tried to teach him something. Then when you recognize this expression or look in his eyes, it warms your heart and it is one of the most rewarding things that I know of.

Kenneth Carosella
Homework Helper

It is important for you to know the children whom you will serve as tutors. If you are fortunate enough to have had some experience in working with youngsters in grades 3, 4, 5, and 6, you will find the adjustment to them fairly simple. On the other hand, if you have been isolated from this age group for some time, you will need to become aware of expected patterns of behavior. This section is devoted to a very brief description of some characteristics of the children whom you will be tutoring. Your experience

in the program before the year is out will teach you much more about these children, but this will be a base of understanding for you. It is suggested that you supplement this material as much as possible during the early stages of the program through careful observation of the youngsters in the Homework Helper Center as well as through observation of other youngsters in these age groups whom you see in other situations. Observe carefully, for example, young people at play in the streets or at home, in your home, or in homes you visit. Be prepared to discuss your pupils and their needs with your Master Teacher. Your Master Teacher has had many years of experience in educational programs designed to meet the needs of these youngsters.

UNDERSTANDING THIRD GRADERS

> Students and tutors should have a good relationship from the day they meet. This is very important because it will help them work together in a more relaxed, friendly way. Students must have confidence and trust in their tutors so that when they have a problem it will be easy for them to tell their tutors about the problem and the tutor will be able to help them. Tutors should try to help the child, not push the child. Be his friend and treat him as you would like to be treated to get wonderful results. If you have a good relationship with your student, it will be easier for him to learn.
>
> Peggy Ann Rojas
> Homework Helper

3rd Graders

Third graders are inclined to be full of energy, noisy and restless. They are eager to find their place in the world. They are emerging from early childhood and show a great deal of enthusiasm for new adventures. Third graders need encouragement and approval. They are demanding of time and attention. They are just beginning to enter gang activities and the

differences between boys' and girls' interests become more evident. Girls tend to play feminine games while the boys engage in sports and masculine rough and tumble activities.

Third graders are curious about the world around them. They want to know about other children living in other places. They are beginning to understand time relationships regarding the past, present and future. They are interested in action, comic books, television and collections of various objects.

Physically, the third grader is growing at a slow and steady pace. He is beginning to control his small muscles more effectively.

Third graders are alike in many respects and yet they are very different from each other. Third graders, as all children, must be treated on an individual basis. Some will be gifted in particular areas while developing more slowly in others. A tutorial curriculum must be designed to meet the individual needs of each third grader.

UNDERSTANDING FOURTH GRADERS

An important thing to remember is to never push your child to do something he dislikes. At the first session the tutor should try to find out as much information about the child as he possibly can. Subjects which interest the child should be found out and remembered. A tutor should never lose his temper or his patience with the child. On a day that your child fails to attend the program, a short visit to his house can help very much. Small inexpensive treats such as gum and candy can express your liking for him. If the child fails to do his work, a good tutor should try to find out why. It may be due to a fight in school or at home, or a big disappointment. It could be anything. Find out what caused the trouble and try to comfort him. If a tutor discovers that he can't get along well with a certain pupil, it is wise to tutor a different child. The teacher should be consulted about a change. A tutor should not put up a false affection because the child will soon find out that your feelings are not true.

Samson Lum
Homework Helper

4th Graders

The need for acceptance by peer groups becomes more important to fourth graders. This is especially true for boys who begin to become active in gangs and boys' activities relating to the boy's club and so on.

The fourth grader respects adults and young adults who treat him as an individual and not as a child. He is interested in planning his own work with adults. He responds to praise and recognition for jobs well done. Motivation, that is creating interest in a particular assignment, will be more effective than just telling the fourth grader what to do.

The fourth grader is as curious as the third grader or more so. He wants to know why things are as they are and how they started. The reading abilities of fourth graders arespread over a wider range than third graders. Therefore, finding material on a suitable grade level which relates to the interest of fourth graders becomes very important.

Differences between boys and girls become more pronounced with the girls tending toward quiet activities and the boys tending toward boisterous activities. Fourth grade girls are usually meticulous in their grooming while fourth year boys tend to forget standards of cleanliness and neatness.

The girls show more advancement in physical development than the boys. The muscular coordination of fourth grade children becomes smoother and their ability to work with creative art materials increases.

Not all fourth graders are alike, although there are many similarities. Each individual child proceeds to grow physically, emotionally, and intellectually at his own pace. A tutor must recognize individual differences and plan for activities and the utilization of materials designed to meet individual needs. Homework Helper Master Teachers should be consulted frequently during the school year regarding activities in progress or in the planning stage.

UNDERSTANDING FIFTH GRADERS

The job of a tutor is not limited to helping a pupil attain better scholastic grades. It extends far beyond the realm of the classroom. The pupil should feel free to come to his or her tutor when problems arise, whether the problems concern relationships with teachers, friends, family, or the world in general. Last year I had a pupil whom I shall call Fred. Fred was one of eleven children in a home without a father. His older brothers were all tough, school dropouts. Fred lacked a basic moral knowledge of right and wrong. This led to Fred's stealing. Nothing big, just candy and joke books. Fred, not knowing that this was wrong, confronted me with the situation. I explained to him that what he was doing was wrong and so on. This led to both a remedy for the problem and a happier boy. We all have problems, some large and some small. There are times when one needs a helping hand to guide one in the proper direction. Emotional stability leads to better scholastic achievement which is our aim. An understanding tutor will inevitably be a friend and help a pupil in all respects.

Brenda Turkeltaub
Homework Helpers

5th Graders

Fifth graders are becoming fiercely independent. They will resent a teacher, parent, or tutor who tells them what to do without involving them in the decisions that are being made. The tutor must avoid becoming upset at indications of independence which may be seen as signs of disrespect. The tutor's response to strivings for independence should be encouragement on a man to man basis coupled with praise for a job well done.

The approval of peers becomes one of the most important aspects of a fifth grader's life. He wants to belong to a group. This is reflected in his acceptance of codes of behaviour which emanate from his peers relating to dress, manners, language, and so on.

During this year a limited number of fifth graders start their pre-pubertal growth. These youngsters are entering pre-adolescence and are experiencing important physical and psychological changes. These changes may very well have an adverse effect upon their school work, their relationships with parents and teachers, and their relationship to their tutor. These children should be treated more and more as young adults because they are in fact more mature than the rest of the class.

The wide range in ability becomes even more evident in the fifth grade. It is important, therefore, that the tutor individualize instruction to best meet the needs of each pupil. Fifth graders are capable of doing a great deal of intensive work. Academic work should be related to their interests which during this year focuses upon people in their community, in their city, in the nation and in the world.

UNDERSTANDING SIXTH GRADERS

Each tutor should get to know each pupil well and remember that one child is different from another. Each must be treated accordingly. One must remember to have patience and to show the child you are sincere. I have tried to teach the children that learning can be fun. I want the children to know that I am their friend and that this is not just a job to me. He must know that I care if he learns. The pupil in turn knows what is expected of him and knows that I am his friend and also his tutor. In all the areas of learning, I have tried to develop the pupil's self-confidence in whatever he undertakes.

Helen Zwyer
Homework Helper

6th Graders

The range in maturation in sixth graders becomes very evident. Most are entering or have entered the pre-adolescent stage and present a wide variety of physical maturity. Some sixth graders will still be children in that they are continuing their rate of childhood growth. The interests of these children will be pretty much the same as the interests of fourth or fifth graders. They may very well feel left out of activities engaged in by their "older" classmates.

Sixth grade boys are beginning their growth spurt which is accompanied by psychological and emotional adjustments. The more mature sixth grade boys begin to show special interest in girls. The more mature girls, in their turn, are becoming interested in boys although dating per se' is not important as yet. These children have many problems relating to their physical development. Their growth is uneven. One day's activities may be very childish, while the next day's activities may be very grown up.

As a result of these changes, the tutor working with sixth graders will need a great deal of patience. On the other hand, the tutor should be in a position to help the sixth grader understand his growth. In general, it is best to treat sixth graders as young adults, to expect good work and adult behaviour. Good work must be followed with recognition in order to forestall any resentment and its accompanying rebellious behaviour.

Again, it is imperative that the tutor study under the guidance of the Master Teacher, the needs of sixth grade pupils. Every child is a unique individual and the tutorial activities engaged in must be designed to meet the special needs of that individual child.

MEETING INDIVIDUAL NEEDS

I think that the success of our program has been due to the relationship set up between tutor and pupil. These kids have rarely had the chance to work individually. The individual attention given to them is the real key to their learning. Our pupils have always been extremely cooperative and a joy to work with. It seems very odd to me that they like to spend time, after many hours in school, to do more school work. However, I've noticed that the children are always willing to work for their tutors. I think my pupils and other pupils continually try to please or impress me with something they recently learned. They bring little bits of information to me and they watch my reactions very closely. I've learned that the best way to get good results from my pupils is to show them that I trust them. Complimenting them on a well-done homework assignment pleases them greatly and encourages them to bring their work up to a high standard.

Sandy Fuson
Homework Helper

The characteristics of 3rd, 4th, 5th, and 6th graders which have been discussed are generalizations. Tutors will find that pupils, like adults or tutors, have widely varying needs. Some children have a great need for the display of affection. The children selected for service in the Homework Helper Program have been selected because they need additional help with school work. This is usually reflected in reading retardation which again will vary from a matter of a few months on a standardized reading test to a matter of a year or two. Along with this difficulty in making normal progress in reading has come a series of failures with some aspects of academic work. These experiences with failure in school work will have an effect upon the needs for affection on the part of pupils. As a result, a tutor must show affection toward pupils and praise pupils for work well done. However, a word of precaution is in order here. If the praise is based upon attributes

the child does not actually possess, the child will tend to discredit all praise extended by that tutor. This does not actually hurt the child but it will tend to negate the effectiveness of praise on the part of the tutor. The way to avoid this error is to find a trait or traits that can actually be admired in a child and then when a child does not particularly succeed, to encourage him by praising him for that ability or trait or even his appearance that can, in fact, be praised. This praise will then be accepted by the child as truthful.

Children in the Homework Helper Program are quick to reflect the tutors' attitude and will imitate his attitude toward teachers, tutors and other children. A tutor, therefore, must never discuss negative feelings he may have toward others in the presence of his pupil. In summary, then, we state that every tutor must actively seek some aspect of his relationship with his pupil which can be used as a basis for praise. This is often difficult to do. The child who is most in need of affection and praise is often the one it seems most difficult to praise.

All learning situations must be made clear to the pupil. A learning situation which is ambiguous is very frightening to a child. It is suggested that the tutor and pupil discuss the need for certain types of activities and design a schedule including time limits and usage of appropriate materials which will best meet those needs. It is important for each tutorial session to begin with a supportive activity which will enable the pupil to have some degree of success. In a similar fashion, the last activity should be planned so that the pupil will leave the Homework Helper Center with the feeling that he performed well.

The most difficult activities must be planned for short periods of time. Remember that the children coming to our program have not, generally speaking, had success with reading and related school work. The pupil coming to the program, therefore, must shift his attention from an activity of pleasure, that is, play, to an activity with which he has experienced failure. This failure may be evidenced by a passive receptivity toward academic pursuits. A series of short successful activities leading from the simple to the more complex or difficult and then back to the simple, successful experience near the close of the program's two hours is suggested.

A pupil who shows aggressive hostility towards his tutor must be helped. The aggressive, hostile behaviour must be transformed into a warm, friendly relationship between tutor and pupil. This is easier said than done. However, an attempt should be made to find the causes for the aggression or hostility and treating the cause rather than just treating the aggression or or hostility which is not a cause but an effect. The tutor is in a unique position regarding the determination of the causes for hostile behaviour. However, he should not attempt to treat hostility alone. He must utilize the expertise of the Homework Helper Master Teacher in diagnosing pupil needs and in the development of an individualized tutorial program designed to give the child success with school related, academic activities in a program featuring a warm, one-to-one relationship between a high school tutor and an elementary school pupil.

Developing Rapport with Pupils

The importance of a good relationship between pupil and tutor cannot be underestimated. Approximately 4,500 young high school and college students have been employed in the Homework Helper Program as tutors during the past few years. Most of them have been successful in developing a warm, friendly relationship with the pupils whom they have tutored. We are enclosing here some excerpts from papers entitled "Helpful Hints" which have been written by tutors employed in our program for your benefit to help you in your role as a Homework Helper Tutor. Each of the following paragraphs has been written by one of our tutors. The name of the tutor follows the paragraph in each case.

> Developing rapport between your pupil and yourself is essential to a successful program. It can be difficult if you are the type of person who cannot make friends easily. If you do not fit into this category, you can be sure things will work out beautifully. The first thing to remember is to always be patient. If your child has problems, which he usually does, help him with his problems. If, in five minutes, he repeats the same questions over and over, review the answers. Remember, never give up. Secondly, always be honest, In my opinion, the child appreciates knowing the truth and realizing that you are truthful rather than believing that you are flattering him when he knows he is not as good as you make him out to be. Thirdly, and most important, it is important to promote a friendly

atmosphere. In this way he will feel at home and enjoy every moment of the program. Always remember that you are his friend, an older friend, never become his peer. If you do become his peer, he will take advantage of you and will lose his respect for you. Let him know that you are older.

Janet Gantt
Homework Helper

A friendly relationship should be shown by both tutor and pupil. Do not let the pupil become too friendly with you or he will start with you or he will start running and playing. Build the pupil's trust in you. Once a feeling of security and trust has been established, don't destroy it. Trust takes some time to build up and only a small incident can break it down.

Brian Hershkowitz
Homework Helper

I think that the most important thing to do if you plan on tutoring a child, is to strike up a warm relationship with him or her. When you first meet the child, let him know by your actions how much you want to help him, and show him that you are coming every day just for him. I think that aside from the friendly relationship, it is essential to let your child be aware of your position. This way he will have more respect for you. I don't think you should, under any circumstances, let your child feel that you are

doing this job just for pay. If you do, the results will not be satisfactory.

Barbara Diamond
Homework Helper

First get to know your child. I get to know mine as a friend and not as a pupil. I make sure he knows me as well. I find out about his weaknesses, his dislikes and his ability to work in one session. We start off with homework, if any. I ask him if he understands it fully. If not, we go over what is troubling him, then we proceed. We get ready for reading after I've checked his homework. If I'm using the Readers Digest, I let him choose the story. He starts off with the key words, then he proceeds in reading. I write down his mispronounced words. But soon I break in and say "Here, let me read o couple of sentences." Before I start I explain to him that he shouldn't chop up his sentences. I tell him to listen to the smoothness in my voice, then I tell him to try what I did in the same manner. I say, "Say a few words at a time, not just one." It seems to work every time. After he finishes, I give him the short exercises from the book and I make up some of my own. We also go over any words that he had difficulty in pronouncing. After reading, we go on to math. We take it part by part. We don't leave a topic until I'm sure he knows it frontwards and backwards. But don't think all we do is work. In between

we take time out for pretzels and fruit juice. I mix my reading with speaking. After he finishes his story, we pronounce and spell mispronounced words. Then we go on to experimentation in science. I take one of our science kits or some of his science study that he has learned in school. We also do work in social studies and spelling and a little music. However, before you start to help the child with his homework or anything else, you should first know your child like you know yourself. We, the tutors, are in a better position than a teacher. We have a one to one relationship with the child rather than one to thirty. I want to know my pupil first. I want to know his ability in doing things. I do not mingle in his family affairs unless I see he is troubled by something. I want him to know me as well as I know him. I want him to believe that this is not a second school but a place where he gets help and meets people and has a little fun. When my child is ready to leave for the day and pack his materials, I want to feelthat he has really learned something. I do not say "Well it is time to go," and drop it like that, but always say something cheerful, like "My you were bright to-day." These children seldom get a chance to hear this at any other time. You should never discourage the child. You should let him know that no matter what religion or race he is, there is no barrier between you and him or anyone

else. If you should ever get angry at him, try not to call him names. Just look at him and continue. If you don't speak to him for a little while, he will know that you are angry. I've done this to my pupil many times and I guarantee satisfaction.

Jennie Johnson
Homework Helper

The most important and hardest aspect of being a tutor for Homework Helpers, is the establishment of a good relationship between you and your pupil. You have to get the child to trust you, to like you, to confide in you, and yet your pupil must also respect you. The only way to get the child to like you is to be interested in him, his school life, and his home life. This can be achieved by asking the child questions about himself and his experiences. This does not mean that the tutor should constantly pry into the child's life. If the child does not quickly answer these questions, the tutor should stop and try some other attack. It is also interesting to the child to hear from the tutor the tutor's ideas on the subject they are talking about. This does not mean of course, that the child and tutor should talk all session long. Before starting to work, however, I feel that a few minutes should be spent talking to the child. This relaxes the child and the tutor and makes the tutorial session

go smoothly. When working with the child, the tutor must remember that the child is young and talking harshly will not help the situation. Instead of yelling at the child for not understanding something, the tutor must explain it over and over again, or explain it in a different way. The tutor must have patience. This sounds impossible but any other method will only confuse and frighten the pupil. Yelling will make the pupil resent you and he will then become uncooperative. Sometimes the tutor and the child must compromise and I feel there is nothing wrong with that. Making the child feel that you like him, enjoy tutoring him, and respect him as a human being, will make tutoring him much easier.

Judy Schechter
Homework Helper

The key ingredients to success in working with an elementary school pupil, is the initial impression made on the child by the tutor. I approach my new pupil in a very easy going manner. I make the child feel that he is not in school. I find the child encouraged by his finding a lack of rigidity. A period of easiness should be followed by a very serious sounding statement pertaining to the nature of the program and its aims and how the pupil fits

into the picture. Of course, the pupil's age must be considered in the wording of the statement. Thus, when the child leaves the center, he knows that he has made a friend in the tutor and that this friend can do more for him than any of his contemporaries.

Arthur Hausman
Homework Helper

When I first decided to become a tutor I was afraid. I didn't think I'd know how to get the children to respect me while at the same time learn. On my first day I could tell that Isabel was nervous too, but she tried her best to be calm. I took an instant liking to her because she looked like a nice girl. I then decided to treat her not as a teacher would treat a pupil, but on more of a friendly older-sister basis. I've never talked down to her, but rather talked with her. I think I brought up her level of work because she trusts and respects me and acts like a mature person. I've never had to raise my voice to her during the entire program. She is not like a puppet, but knows when something's right or wrong and she does what she knows is right. I let her choose the reading material which we use and this she does willingly. I help her in her poorest subjects. I do this in a helpful manner, not in a patronizing

manner. She has lost some of her bashfulness and speaks out more. We have a fine strong relationship and she and I treat each other as equals.

Barbara Graf
Homework Helper

The new tutor must try to make a good impression upon his student the very first day, if he is to command the respect and help him bring forth his fullest capabilities. The tutor must understand the student's school program and know what is expected of the student in school. I have tried to develop a good relationship with my students by establishing certain goals for the day and capping the day with games, interesting scientific experiments, or an appropriation of time for writing newspaper articles. This way the students can learn what is required of them and develop skills and creativity via the various recreational materials. Giving credit to the student when due, is very important. I have found in my work with my children that they must be given a feeling of confidence and success.

Joshua Feibusch
Homework Helper

The first day with a pupil is perhaps the most awesome of all days. I even see this on the basis of my own substitute teachers who have just emerged frpm

the ranks of the student teacher. When my class sees this, they respond with bad conduct. I therefore, suggest to newly appointed tutors that they try to maintain an air of friendly firmness for the first few days. In this way the pupil will have respect for you and you will have him conditioned for hard work. Never spend too much time on one topic. Always have an open mind. For instance, if you have found one method successul with one child, do not prophecy that this method will be successful with all your children. Every individual differs and that is why there are many ways to perform one operation.

Gregory Lenchner
Homework Helper

After a year of tutoring for this program, I have found that the pupil's outlook toward his work is the most important factor necessary for his acquisition of knowledge. I feel that it is imperative that the pupil have a feeling of self-confidence if he is to work up to his potential. The pupil must be complimented and given enough credit even when he achieves only the slightest success. It is this badly needed confidence that prompts the underachieved pupil to gain satisfaction from his work. As a result they will take a greater interest.

Pat Mittleman
Homework Helper

To give the child confidence in himself is difficult. One way is to ask him to help in an analysis of his progress. Ask if he finds it easier to read. The answer will probably be a shrug and an "I don't know." Then try to bring back the memories of his difficulty over a particular word that caused a lot of trouble. Make sure that he knows the particular word now. Ask him to read the word and he will tell it to you. Then recall the day when he was unable to read or remember that particular word and remind him that he can read it now. Do this with several words and keep emphasizing how much he has learned. Soon he realizes that he actually has advanced which makes him happier and eager to learn.

Marilyn Seskin
Homework Helper

Developing a relationship with my pupils was very easy. In fact, we have become very good friends. I often see my pupils after school and on weekends. I have become acquainted with their parents, and I have gone to their homes and they have gone to mine. I find that the best way to gain my pupil's confidence is to confide little details to them. In return, they will share some of their secrets with me. Being a dictator over your pupils is the best way to make an enemy. My pupils like to be asked what they want to do. Of course you can't always allow them to do what

they want. A little suggestion usually brings them around to your way of thinking and sometimes close to it. Anyway, the best way to get along with your pupil is to show a little respect for him and to expect respect in return.

Dolores Sing Won
Homework Helper

The first moment a tutor comes in contact with his pupil, he should promote a friendly relationship. This is most important. To be able to talk freely and to say exactly what is on one's mind, shows a good relationship is in the making. After the elementary introduction, the tutor should find out, through a discussion, the likes and dislikes of his students. In this way he knows just what to say and what to do. I have found that forcing a pupil to do something is not a good idea at all. This gives the student more of a reason not to do it. To arouse the student's interest in doing something, a tutor should explain the advantages and keep on emphasizing the importance of the activity. Sooner or later, the pupil will attempt to do what you have suggested.

Karen Adelman
Homework Helper

From recent experiences, I have found that you are able to get through to a child and have a friendly relationship with him if you understand the child. You can understand him simply by talking about his likes and dislikes. For example, I had one pupil who was very wild and never wanted to do anything. However, I always overheard him talking to his friends about the Boys' Club and Bat Man and this is where I came in. At every session we took about ten minutes out of his recreation period and just talked about Bat Man, Robin, and the Boys' Club. Through this little opening I was able to get the boy to sit down and to do real work for the rest of the session.

Juanita Pinckney
Homework Helper

I've been tutoring for three years now and strongly believe that I have sound understanding of the entire tutorial process. One of the most vital aspects of this process is to possess a friendly relationship with the pupils you are tutoring. The student, often with a great amount of insistence from his parents, arrives at the Homework Center. He has just gone through six hours of schooling. His friends offer him an afternoon of fun and pleasure and the pupil must select the Homework Helper Program. The tutor is with him. The student wonders "Is this someone who represents complete authority or can this person possibly represent someone who will be a friend."

A friendly act at this time will promote an incentive to the pupil. The pupil, in order to learn, must attend the program regularly, and the tutor must lure him in. When the tutor first meets the pupil, he should just converse with him. He should inquire in a friendly way about his family life, his ambition, his aspirations, and his most definite problems. The pupil will notice the concern of the tutor and once the pupil's confidence is gained, the road to learning is opened with few obstacles. After each session, when the student has completed his assigned work and reading, the tutor should set aside a few minutes which he should use for a talk with his pupil. The tutor must attempt to relay the importance of learning while simultaneously preparing him for his schooling.

Joseph Helfgot
Homework Helper

Developing a good and interesting relationship is of importance to both the tutor and the pupil. I try to gain the pupil's respect by talking to him about things in which he is interested, which he considers important. I feel that by this method I cover more work, without the problem of having my student fight me.

EElliott Levine
Homework Helper

Children who come to Homework Helpers need a lot of encouragement. Most of them lack self-confidence and you, as a tutor, can help them by being their friend and by understanding their problems. In order to develop a compatible relationship with your pupil, you must not laugh at him or insult him. When the child feels that he understands his work, he is inspired to work harder.

Barbara Zumer
Homework Helper

When a new tutor meets his pupil, he must realize that the child is in need of help. The pupil may need help in reading or arithmetic and the tutor should concentrate in specific areas. If, after the tutor explains something, the pupil still does not understand it, the tutor should be patient and go over it again and again. The pupil will have to trust the tutor completely before he stops being shy. By trying my hardest, and winning the confidence of my pupils, our relationship has developed into a sort of friendship. My pupils trust me completely and listen to me. By having my pupils read every time we meet, I think I have gotten most of them to really enjoy reading. I try to have all of my pupils become constant visitors to the library.

Beverly Newman
Homework Helper

I find that it is easy to develop a rapport with the child if you talk about his interests. Ask him about what he did in school today, or what he is going to watch to-night on T.V. You shouldn't scream or punish him because if you do, he will lose respect for you or lose interest in what he is doing. When you are dissatisfied with his behavior, just sit quietly until he starts working again. Remind him of the work that he must do. It helps if you compliment him often on his progress. It also helps if you bring him something once in awhile. Just a candy bar now and then will give him a sense of responsibility toward you.

Escorting your pupil home at the end of the session may help you to understand him better. He feels free to speak and at the same time gets to know you better. I remember when I first met my pupils I didn't really know them, but escorting them home I found out a great deal about their habits and personalities. When I talk to them they talk back calmly and freely. I sometimes treat them to a soda or candy. I know that they enjoy being around me.

Jose Sosa
Homework Helper

I suggest that you get to know the parents. If I have any difficulty, the parents are always willing to help. I also suggest that you give your pupils your undivided attention, so that they will realize your main interest

is in them. If a pupil gets out of hand, a heart to heart talk always helps. I suggest that you become good friends but do not treat them as peers because if you do, you diminish your authority.

Inez Singletary
Homework Helper

The best aid for a tutor's attitude and relationship toward a pupil is experience in the program. In the beginning, the pupil might try to outsmart you and will test you. But as you get to know each other, you will be able to understand each other and will have more knowledge and experience behind you to guide you in coping with the different situations you will face. You can't just let your pupil have his own way, he'll soon lose his respect for you.

Rosalinda Arroyo
Homework Helper

Newly appointed tutors should carefully observe the experienced tutors at work in order to develop some techniques and to know more or less what to expect from the pupils. New tutors should become very familiar with the necessary materials in advance so they know what they can use with their pupils. The first concern of a new tutor should be to build up a friendly relationship with his pupil rather than to rush into

work. Once his pupil likes and trusts him, it will be easy to communicate with the pupil and to get his work done. The development of a good relationship is one of the most important aspects of the Homework Helper Program. If the pupil does not like his tutor or does not get along with him, it is impossible to get anything done. The tutor, on the other hand, may not like his pupil, but it is his responsibility to take an interest in the child. The tutor must remember that the child is coming voluntarily and is under no obligation. In my relationships with my pupils, I try to act friendly and bring out their sense of humor while still remaining friends. If you fool around with your pupil a little, he won't mind doing the work, but you have to know when to get serious. The key to being a successful tutor is knowing how to combine the fun and work in the proper amount. I think the most important thing in getting the pupil to work is to talk to the child and get him interested enough in a certain topic to express his own ideas on it and to begin work.

David Wisotsky
Homework Helper

The best method for learning how to tutor is to observe other tutors. I say tutors, because the new tutor should see many different methods that different tutors use with various children. You cannot treat

two children alike because they react differently to the same methods. A new tutor should also ask more experienced tutors and the Master Teachers, how they should best handle certain problems. One of the most important points in starting is to win the respect of the child you are tutoring. Once this is accomplished, he will more or less go along with your methods of teaching him. It is important to have variety in each session. The whole session should not be spent fully on work, but should be broken up with recreation, etc.

Dale Kestenbaum
Homework Helper

PLANNING TUTORIAL SESSIONS

It is important that you, as a tutor, carefully plan your work with your pupils. Your Master Teacher and the experienced tutors assigned to your Homework Helper Center will help you in your planning. There are three things that you must consider in regard to planning including the use of time during the tutorial session, short range goals, and long range goals.

The use of the two hour tutorial session should be planned and at the same time flexible. Generally speaking, you should plan to spend approximately thirty to forty-five minutes upon the completion of homework assignments, thirty to forty-five minuts on a reading activity, approximately thirty minutes of a creative activity, with balance of th time devoted to recreation, including the use of reading games. This general schedule should be tailored to meet the individual needs of the pupils with whom you work. You should involve your pupil in making deci-

sions regarding activities as often as possible. The pupil should also help you plan future tutorial sessions and the activities to be included in these sessions. The tutorial sessions should provide for alternating periods of activities so that a period of intense mental involvement is followed by a recreational activity or a brief physical activity. The refreshments provided by the Master Teacher may be utilized as a break in the activities. You should also feel free to consult with your Master Teacher regarding your plans for each tutorial session. The long range plans should include the use of materials in a variety of curriculum areas. We have found that the pupils and tutors who use a great variety of instructional materials achieve the best results. You should discuss, with your Master Teacher, the goals you have for your pupil in the area of reading development. After ascertaining the reading level of your pupil in the Fall, you should have in mind a long range plan for growth in reading with a gradually increasing reading level of materials in mind. Your long range plans should include some form of evaluation of the pupil's progress.

Pupils should be involved in decisions regarding short range plans. If you are using, for example, the Readers Digest Skill Text on the second grade level, you and your pupil may decide to complete all stories or say ten stories in that particular book before a certain period of time in the future. If you and your pupil become aware of a particular deficiency in reading such as, for example, inability to differentiate between various vowel sounds, it would be suggested that you both accept a short term goal or date for the completion of understanding of the vowel sounds. These

short term goals should be planned with flexibility in mind. They are suggested as an incentive device rather than a device that will tend to become a straight-jacket for you in your work.

It is suggested that tutors write plans in advance. Whether the plans are actually written or not, however, tutors must become familiar with instructional materials before they are used with pupils. Stories should be read in advance, games should be studied and instructions understood before they are used with pupils and tutors.

The use of a written anecdotal report is usually required. Your Master Teacher will supply you with a mimeographed form entitled "Anecdotal Report". This should be completed on a daily basis and should include your name, your pupil's name, the room you are using, the pupil's school and class, the date, and the name of the Master Teacher. The content of each tutorial session should be recorded including the reading skills which were taught, the materials used such as SRA, READERS DIGEST, and so on, the color of the SRA materials, the reading level of the SRA book used and the title. The methods used during the session should be briefly described. Newspaper articles which were utilized, recreational activities and games, and materials in other curriculum areas should be included in a descriptive manner. The Anecdotal Report should also contain comments and observations regarding pupil's attitudes and specific progress and lack of progress during the day.

The anecdotal should be submitted to your Master Teacher on a daily basis. There are many uses for the Anecdotal Report including perusal by the Master Teacher which will enable him to follow your work in meeting the needs of your pupil. The contents of anecdotal reports will also be utilized by the Master Teacher in planning his activities relating to the training needed by tutors. The anecdotal reports should also be studied by tutors. You should make it a habit to review prior anecdotal reports on a regular basis in order to understand the progress you are making in working with your pupil.